

# **COUNCIL FOR HIGHER EDUCATION ACCREDITATION**

## **PRINCIPLES FOR UNITED STATES ACCREDITORS WORKING INTERNATIONALLY: ACCREDITATION OF NON-UNITED STATES INSTITUTIONS AND PROGRAMS**

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### **Purpose**

These principles are to advise Council for Higher Education Accreditation (CHEA) accrediting organizations and to provide a framework for U.S. accreditors undertaking reviews of non-United States (U.S.) institutions and programs operating in countries outside the U.S. They are intended to strengthen the working relationship among U.S. accreditors and international quality assurance agencies and encourage and enhance ongoing cooperation and communication.

### **Principle 1. Considerations and Actions for U.S. Accreditors When Determining to Undertake Accreditation of Non-U.S. Institutions and Programs in Another Country**

*U.S. accreditors will:*

- Assure that they have the organizational capacity to undertake an international review (e.g., language, trained staff and evaluators, budget, experience, basic information about the country);
- Promulgate a clear statement of the scope of the accreditation and the use of U.S. accredited status by an institution or program in another country, especially with regard to transfer of credit and degree and qualifications equivalency;
- Assure clear understanding of the relationship of the U.S. review to any international agreements that address accreditation and quality assurance;
- Clarify the relationship of international review activity to the priorities of the accrediting organization;
- Communicate with other U.S. accreditors about international review activity.

### **Principle 2. Expectations for Conduct of U.S. Accreditation Reviews of Non-U.S. Institutions and Programs in Another Country**

*U.S. accreditors will:*

- Inform, consult and cooperate with national quality assurance agencies in countries where reviews are undertaken and seek information and guidance from these agencies;
- Communicate with chancellors, presidents and rectors and other college and university officials at institutions where reviews are undertaken;
- Assure that U.S. staff and evaluators are adequately informed about higher education and quality assurance in the countries in which they are conducting reviews to preclude the appearance of cultural insensitivity;
- Communicate fully and clearly about costs and currencies associated with a review.

### **Principle 3. Accreditor Expectations of Providers of U.S. Online and Web-based Instruction and Programs Exporting to Another Country**

*U.S. accreditors will:*

- Work closely with U.S. institutional and programmatic exporters of online and Web-based education to assure quality as offerings are made available in a variety of countries, especially when Web-based and online offerings involve instructional strategies that are unfamiliar to the host country;
- Work with U.S. exporters to inform potential students of the language expectations and requirements associated with online and Web-based courses, programs and degrees;
- Work with U.S. exporters to review language, literacy and study skill levels of the target audience for online and Web-based offerings, preparing separate or supplemental material to meet special needs if appropriate.

### **Principle 4. Responsibilities of U.S. Accreditors Working with Non-U.S. Institutions and Programs to Students and Colleagues in Another Country**

*U.S. accreditors will:*

- Work with other countries to provide the most comprehensive and accurate information available about U.S. exports to avoid “accreditation mills” and “diploma mills”;
- Develop, working with international colleagues, an information protocol that can be used to assist countries in reviewing imports from the U.S.

*(Approved by CHEA Board of Directors September 25, 2001)*